



**RIDE**

Rhode Island  
Department  
of Education

# RHODE ISLAND'S STRATEGIC PLAN FOR MULTILINGUAL LEARNER SUCCESS:

A PLAN TO IMPLEMENT THE  
*BLUEPRINT FOR MULTILINGUAL  
LEARNER SUCCESS*

2020



# Commissioner's Statement

It is with great excitement that I announce the completion of an initial draft of Rhode Island's [\*Blueprint for Multilingual Learner \(MLL\) Success\*](#) — a foundational document that unequivocally affirms the cultural and linguistic assets of MLLs and sets priorities for continuous improvement in serving these students across the state.

MLLs represent the fastest-growing student population in Rhode Island, with the state seeing a 41 percent increase over the last six years alone. Rhode Island is in a pivotal position to promote multilingualism as a strength that benefits all who live in our state. Students' home languages and cultures are more than assets that educators can leverage in the classroom; they are a proven commodity for competing and winning in our increasingly global economy.

Driven by this conviction, the Rhode Island Department of Education (RIDE) convened a series of workgroups to develop the *Blueprint for MLL Success*. These workgroups gathered teachers, district leaders, and representatives of student groups, advocacy organizations, and institutes of higher education, as well as staff from RIDE and the Providence Public School District (PPSD). The effort benefited from first-rate facilitation by the Region 2 Comprehensive Center, which allowed RIDE staff to participate alongside key stakeholders.

We felt strongly that it was important to model the shift in practice we hope to see in the state as we developed the *Blueprint for MLL Success*, namely shared ownership over MLL education across partnerships and at all levels of the educational system.

As part of the process, the *Blueprint for MLL Success* workgroups took an unprecedented look at MLL demographic and performance data. One story that the data repeatedly illuminated was that MLLs in Rhode Island experience stark opportunity gaps. On our five statewide assessments for science, ELA, and math, fewer than 14 percent of current and former MLLs met or exceeded expectations in 2018–2019, compared to 39 percent of non-MLLs. Such figures only heighten the sense of urgency we all share about providing equitable access to high-quality instruction.

We also heard loudly and clearly from stakeholders that the community needs a concrete outline from RIDE as to how it will implement the *Blueprint for MLL Success*. From these urgent calls for action, Rhode Island's *Strategic Plan for MLL Success* was born. I am proud of the commitment that Rhode Islanders have shown to this effort, even as we navigate a global pandemic. Our work together has only just begun, but this initial draft is a foundation we can count on for the long haul.



Commissioner Angélica Infante-Green



# INTRO- DUCTION



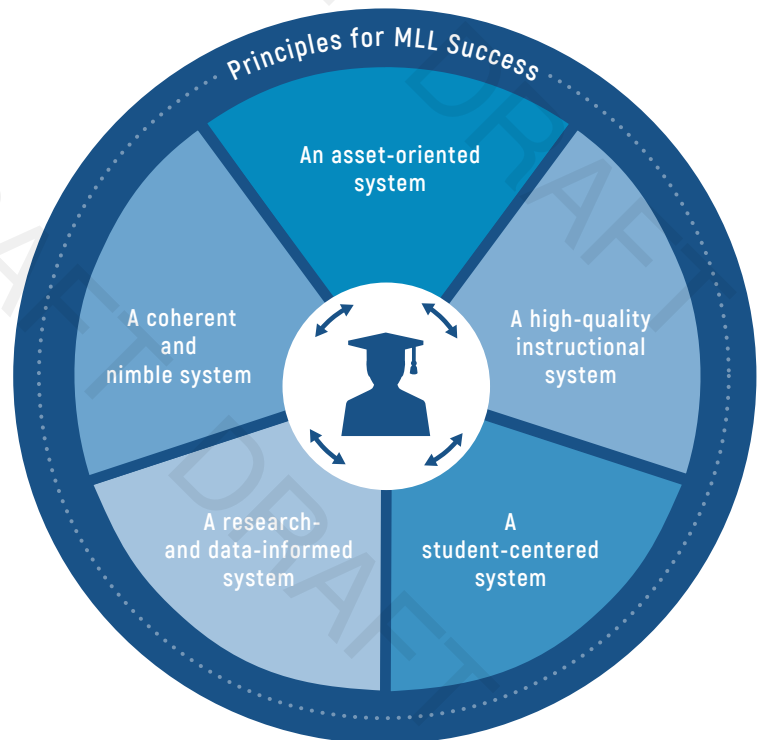
Rhode Island's [\*Blueprint for MLL Success\*](#) articulates a vision and research-based principles that lay out what must be in place at all levels of the educational system for MLLs to thrive. Together, the vision and the principles set the foundational structure for systemic improvement of MLL instruction in Rhode Island. With the *Blueprint*, Rhode Island affirms the shared responsibility required to develop MLLs' academic and linguistic skills in environments that respect and sustain their languages and cultures.

RIDE is committed to implementing the *Blueprint for MLL Success*. That is where the *Strategic Plan for MLL Success* comes into play. The *Strategic Plan* outlines how RIDE will make the vision and principles from the *Blueprint* a reality.

## Vision

All multilingual learners in the state of Rhode Island are empowered to choose and explore high-quality instructional opportunities, including multilingual education, that leverage their cultural and linguistic assets and prepare them to thrive in equitable postsecondary career paths, as well as to engage socially, politically, and economically, both in our state and globally.

# RHODE ISLAND'S PRINCIPLES FOR MLL SUCCESS



### Principle 1:

An asset-oriented system embraces expectations and approaches to value, respect, and sustain MLL languages and cultures.

### Principle 2:

A high-quality instructional system (including curriculum, instruction, materials, assessments, and professional learning) provides

access to rigorous standards-aligned learning opportunities and empowers students.

### Principle 3:

A student-centered system advantages all the assets of families, communities, and schools to maximize opportunities for MLLs to reach their potential.

### Principle 4:

A research- and data-informed system holds all educators responsible for continuously strengthening MLL education.

### Principle 5:

A coherent and nimble system aligns policies, resources, and practices to increase MLL achievement.

The *Strategic Plan* contains six mutually reinforcing **goals**. These goals will serve as the roadmap for implementation of the *Blueprint*. Each goal identifies **high-leverage strategies** and **action steps** that RIDE will undertake in its five-year plan for improving MLL outcomes. As done in the *Strategic Plan*, the *Blueprint* will serve as the anchor for efforts to enhance MLL instruction across the state.

Whereas the *Blueprint* lays out *what* must be in place for MLLs to thrive, the *Strategic Plan* provides a roadmap for *how* RIDE will affect change. For all MLLs to graduate college and career ready, the quality of instruction for

MLLs must improve, and all educators must have support in implementing evidence-based instruction. All learning environments must not only be welcoming, inclusive, and safe, but value the assets that MLLs bring to school and engage their families and communities as partners in MLLs' education. Policies and resources must align intentionally to drive change, and educators and administrators must continuously gather and act on evidence of learning to ensure that MLLs achieve academic and learning goals. Such shifts in practices are within reach through the *Strategic Plan*.

**Figure 1. Blueprint for MLL Success alignment**



# Timeline and Process

All Rhode Island educators are tasked with providing high-quality instruction so MLLs succeed in learning English and rigorous grade-level content and graduate college, career, and life ready. MLLs must have access every day in every classroom to instruction that draws on their cultural and language assets, engages them in rigorous academic instruction and discourse, integrates academic language and content, and provides ongoing assessment and feedback.

In order to guarantee this high-quality instruction, RIDE initiated a multi-level process to develop the *Blueprint for MLL Success*. The *Blueprint for MLL Success*

workgroups included individuals that represented local educational agencies, universities, community organizations, and offices at RIDE and PPSD. The different groups met over eight sessions and completed exercises between sessions to develop two living documents. The *Blueprint* provides an overall framework for change, and the *Strategic Plan* outlines the path to implement those changes.

With these living documents in hand, RIDE will continue to engage stakeholders, begin implementing the plan, and make adjustments as needed based on stakeholder feedback by March 2021.

Figure 2. Development year: 2020-2021

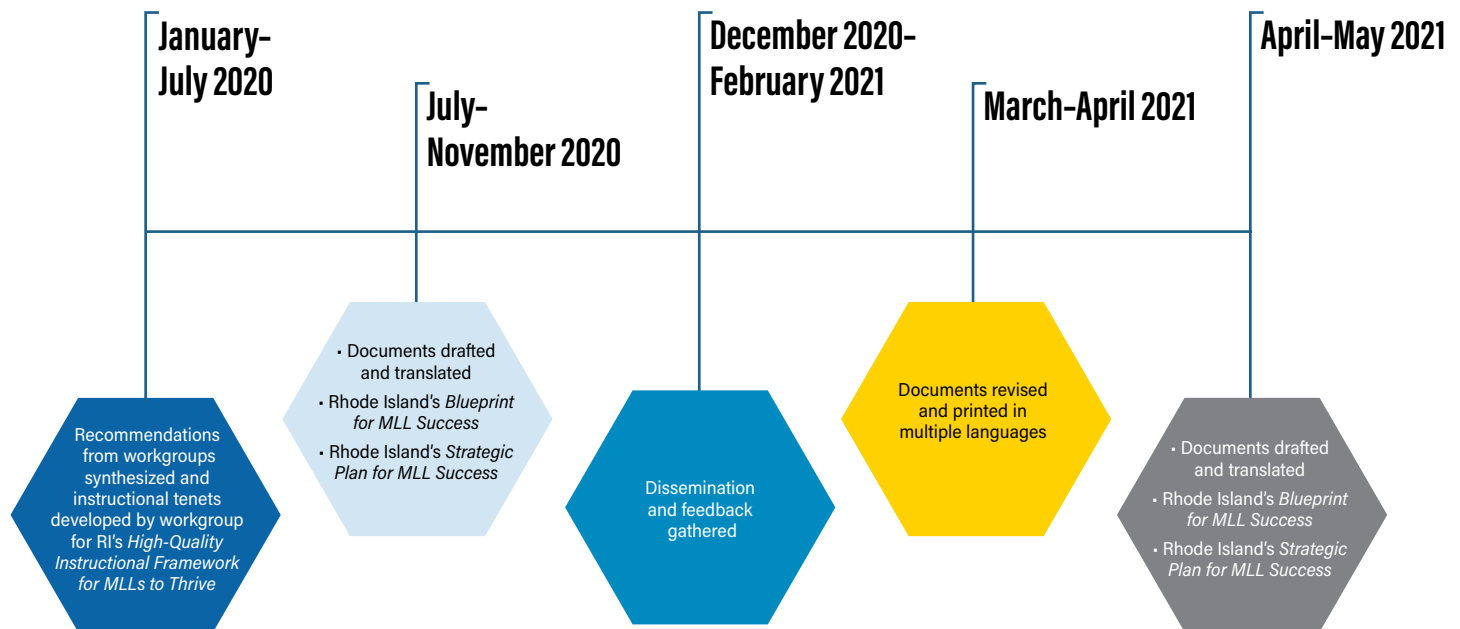
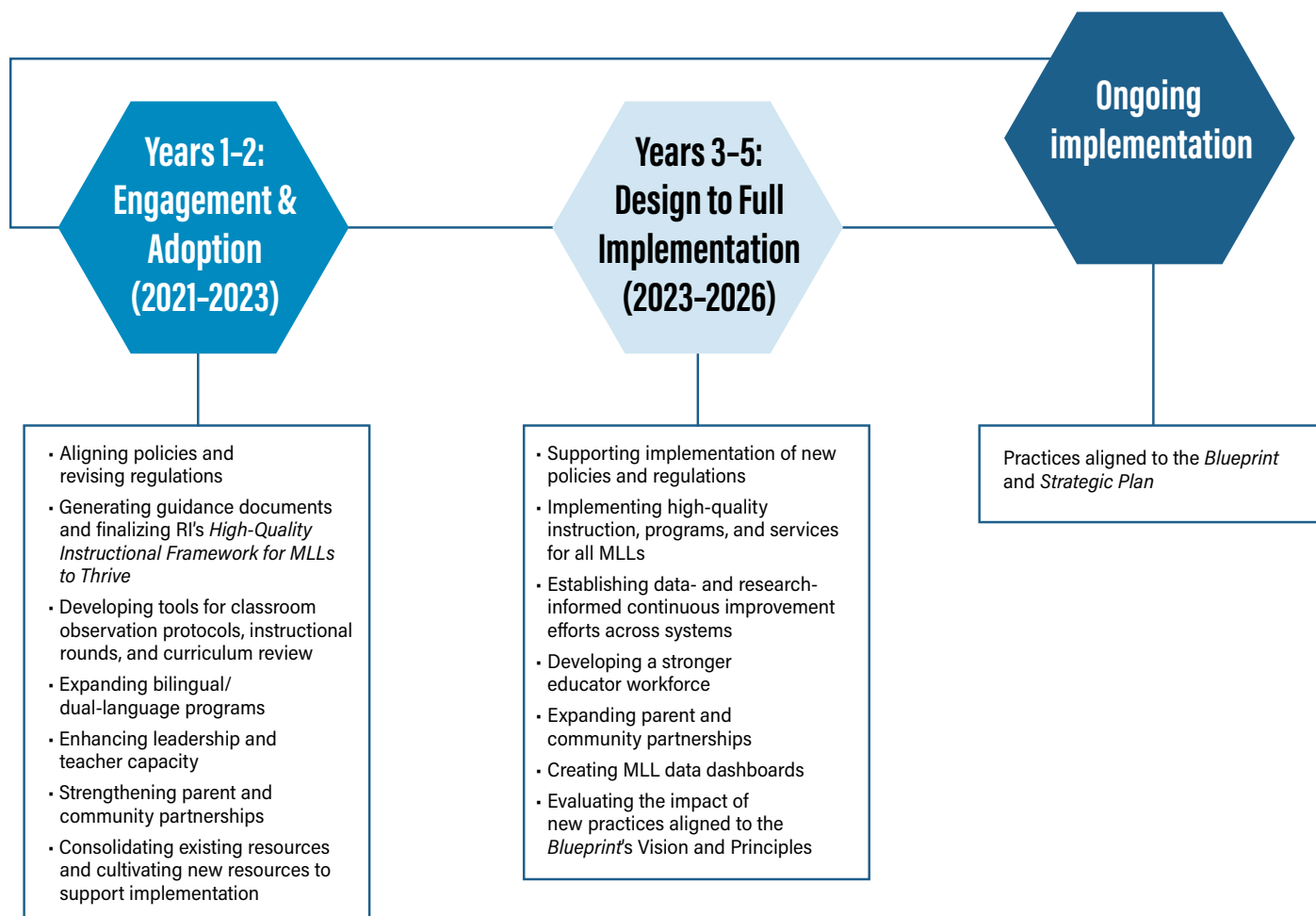


Figure 3. Implementation years: 2021–2026





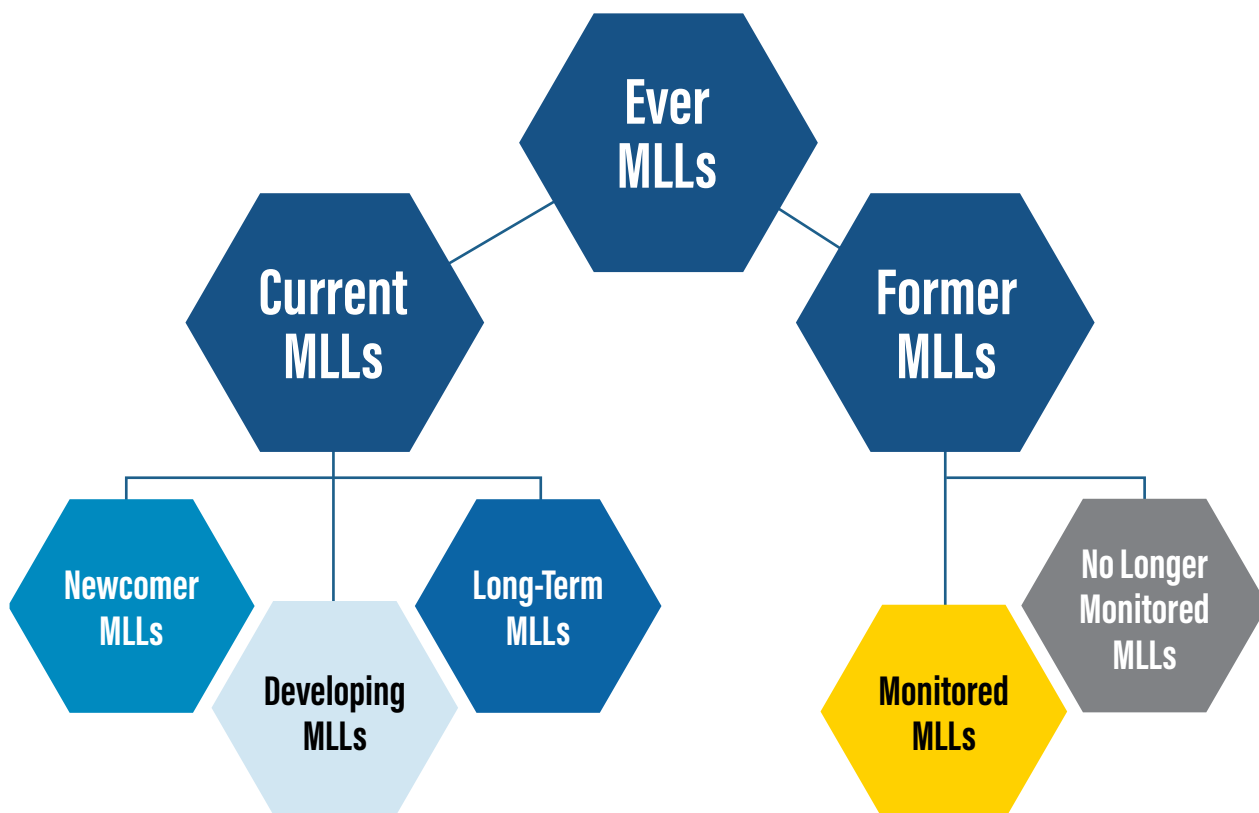
# Who are our multilingual learners?

MLLs are diverse. More than 100 languages are spoken by MLLs in Rhode Island.

RIDE recognizes that language development is a lifelong process and that MLLs have unique educational experiences. To fully track education outcomes for MLLs, we must look at data from our

**Ever MLLs** — both MLLs who are still receiving services (Current MLLs) and those who have exited services (Former MLLs). Furthermore, we must analyze data by the years and types of services received, to better understand MLLs' learning needs: **Newcomer**, **Developing**, **Long-Term**, **Monitored**, and **No Longer Monitored MLLs**.

Figure 4. Categories of multilingual learners





**Table 1. K–12 student population in 2018–2019**

MLL Groups	Definition	Number of Students	Percentage of Total Student Population
<b>Ever MLL</b>	Any student ever classified as a MLL (the “current” and “former” groups combined).	23,931	16%
<b>Never MLL</b>	A student never classified as a MLL.	124,731	84%
<b>Current MLL</b>	Student with an active MLL service line, including those “eligible but not enrolled.”	15,953	11%
<b>Former MLL</b>	Student who exited MLL services (the “monitored” and “no longer monitored” groups combined).	7,978	5%
<b>Newcomer MLL</b>	MLL in U.S. schools for less than 3 years.	6,129	4%
<b>Developing MLL</b>	Student who has completed 6 years or less of MLL services in a RI school and is not a “newcomer.”	8,426	6%
<b>Long-Term MLL</b>	Student who has completed more than 6 years of MLL services in a RI school.	1,398	1%
<b>Monitored MLL</b>	Student who exited MLL services and is in the first or second year of monitoring.	1,351	1%
<b>No Longer Monitored MLL</b>	Student who exited MLL services and is no longer being monitored.	6,627	4%

**Table 2. Top ten languages spoken in 2018-2019**

Top ten languages	Current MLL	Current MLL %	Former MLL	Former MLL %	Ever MLL	Ever MLL %
Arabic	238	1%	57	1%	295	1%
Chinese	221	1%	111	1%	332	1%
Creoles and pidgins, Portuguese-based (Other)	656	4%	79	1%	735	3%
English*	230	1%	1,191	15%	1,421	6%
French	97	1%	18	0%	115	0%
Khmer	135	1%	39	0%	174	1%
Mayan languages	172	1%	0	0%	172	1%
Portuguese	344	2%	105	1%	449	2%
Spanish	12,636	79%	2,088	26%	14,724	62%
Swahili	109	1%	0	0%	109	0%

\* In more than 60 countries, English is de jure and de facto the spoken language.

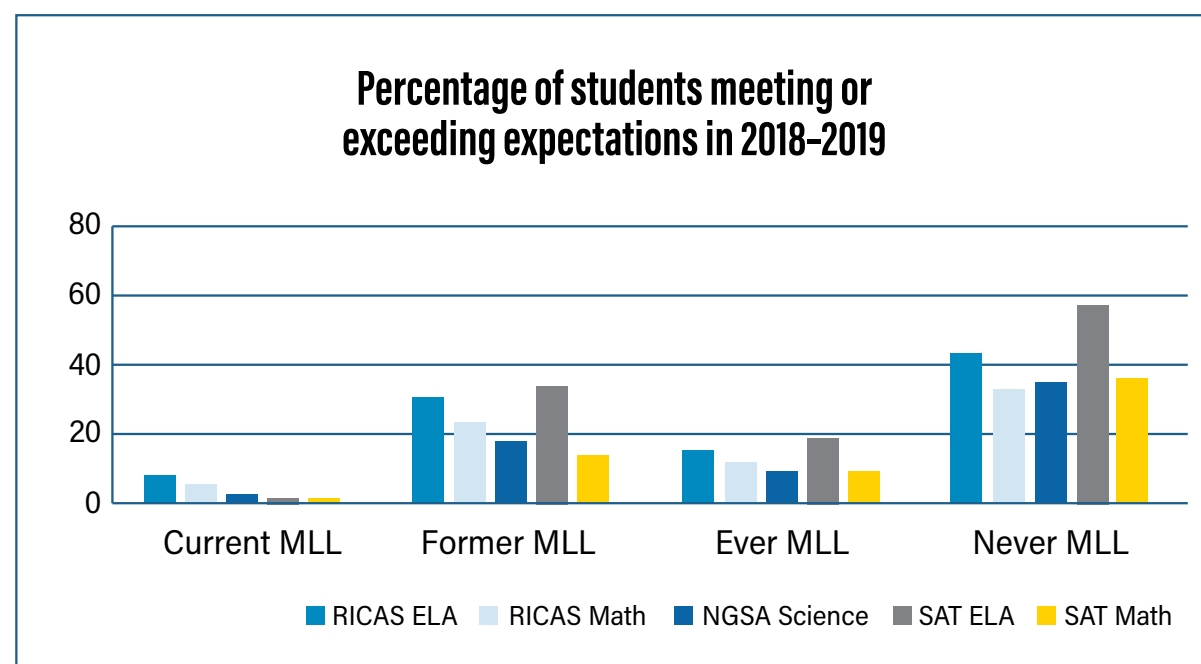
# Why do we need the *Blueprint* and the *Strategic Plan* in Rhode Island?

On multiple measures of access to high-quality instruction, achievement, engagement, and college readiness, Current and Former MLLs have demonstrated that they face structural inequities in programming and services.

To address these opportunity gaps, RIDE partnered with community stakeholders to develop the *Blueprint*

and the *Strategic Plan*. The *Blueprint* identifies a set of principles that research has shown to provide MLLs with greater opportunities and success, while the *Strategic Plan* highlights the strategies and actions that RIDE will pursue to drive shifts in practice.

Figure 5. Percentage of students meeting or exceeding expectations in 2018–2019



In 2018–2019, fewer than 10 percent of Current MLLs met or exceeded expectations on the RICAS, NGSA, and SAT.<sup>1</sup> Former MLLs — those who have exited MLL services — did better than Current MLLs, especially on the ELA<sup>2</sup> portions of the RICAS and the SAT, but still performed lower than students who were never classified as MLLs.

- **English proficiency:** MLLs with higher levels of English proficiency had higher scores on ELA and math for the RICAS in 2018–2019, which shows that MLLs can achieve at high levels when they are provided with quality supports and services. Together, proficiency and performance levels represent one measure of student achievement.
- **Chronic absenteeism:** In 2018–2019, 25 percent of Ever MLLs were chronically absent, compared to 17 percent of Never MLLs, in grades K–12. In grades 9–12, 34.71 percent of Ever MLLs were chronically absent, compared to 23.71 percent of Never MLLs. Chronic absenteeism rates are one indicator for engagement and participation in instructional programs.

- **Advanced Placement (AP) courses:** Ever MLLs were 19 percent of all grades 9–12 students, but only 12 percent of all AP test takers, in 2018–2019. Just 30 percent of Ever MLLs passed their AP tests, compared to 56 percent of Never MLLs. Participation in AP classes is one measure of access to high-quality instruction, and AP attainment is one measure of achievement and college readiness.
- **Graduation rates:** In 2018–2019, 76 percent of Ever MLLs graduated from high school, compared to 82 percent of Never MLLs. Graduation rates were as low as 66 percent for Long-Term MLLs and as high as 89 percent for Former MLLs in monitored status. Graduation data is one measure of college readiness.
- **Dropout rates:** In 2018–2019, 9 percent of Ever MLLs dropped out, compared to 6 percent of Never MLLs. Dropout rates were highest for Long-Term MLLs. Dropout rates represent one indicator of readiness for postsecondary career paths.

1. RICAS stands for Rhode Island Comprehensive Assessment System (grades 3–8), and NGSA stands for Next Generation Science Assessment (grades 5, 8, and 11). SAT refers to the Scholastic Assessment Test, an assessment developed by the College Board, taken statewide by students in grade 11.

2. ELA refers to English language arts.



# Goals, High-Leverage Strategies, and Action Steps

## Goal 1: Increase the quality of instruction for MLLs in every classroom every day

### High-Leverage Strategies

<b>1.1.</b> Develop the criteria and guidance for high-quality MLL instruction	<b>1.2.</b> Develop classroom observation protocols to support implementation of practices in every classroom	<b>1.3.</b> Generate tools and processes to facilitate the selection of rich, standards-aligned instructional materials	<b>1.4.</b> Enhance local capacity to use multiple assessments in the continuous improvement of teaching and learning practices	<b>1.5.</b> Develop the guidance for high-quality MLL program models that are grounded in RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i>
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### Action Steps

<b>1.1.A.</b> Develop a framework for high-quality instruction for MLLs that includes evidence-based student-centered tenets of teaching and learning, and clear definitions of integrated English language development (ELD), designated ELD, academic discourse, scaffolding, and culturally responsive and sustaining practices	<b>1.2.A.</b> Develop classroom observation tools to support implementation of RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i> , focused on targeted student practices such as academic conversations and writing, and student-focused learning walks	<b>1.3.A.</b> Refine research-informed curriculum and material selection guidance tool	<b>1.4.A.</b> Develop resources and processes to help teachers and principals make sense of the assessment results for MLLs	<b>1.5.A.</b> Incorporate guidance into handbook to support implementation of evidence-based services and extended supports for Newcomers, Students with Inconsistent/ Interrupted Formal Education (SIFE), MLLs who are Differently Abled, and Long-Term MLLs, aligned to RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i>
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Action Steps				
<b>1.1.B.</b> Create a guidance handbook to support implementation of RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i> in every classroom	<b>1.2.B.</b> Develop coaching tools and processes to report on levels of progress toward high-quality instructional practices for MLLs, such as an evidence-based academic discourse observation protocol, rubric, and aligned learning walk protocol	<b>1.3.B.</b> Create criteria to guide the adoption and adaptation of standards-aligned materials for MLLs	<b>1.4.B.</b> Secure and/or develop resources and processes, such as lesson study or instructional rounds, to help all classroom teachers use formative assessment with MLLs	<b>1.5.B.</b> Adopt curriculum and assessment resources as well as instructional materials aligned to grade-level standards to support each MLL subgroup's service model
<b>1.1.C.</b> Develop resources and structures to support implementation of high-quality instructional materials in a Multi-Tiered System of Support (MTSS)		<b>1.3.C.</b> Develop or secure curriculum, lesson design and development resources, and instructional materials adoption and adaptation guidance tools aligned to the criteria	<b>1.4.C.</b> Promote formative assessment strategies in alignment with MTSS to ensure that culturally and linguistically appropriate interventions are provided and progress is monitored	
		<b>1.3.D.</b> Support state networks of cross-disciplinary (ELA and ESOL, Math and ESOL, etc.) practitioners to review and evaluate instructional materials with attention to MLLs and produce a list of vetted instructional materials and resources that meet the criteria		
		<b>1.3.E.</b> Create a protocol for districts to use the MLL materials auditing tool in assessing their level of implementation of high-quality materials for MLLs		

## Goal 2: Develop the capacity of all educators to effectively serve MLLs

### High-Leverage Strategies

<b>2.1.</b> Define and disseminate the competencies required to serve MLLs, aligned to RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i>	<b>2.2.</b> Provide guidance to districts on how to support the development of the competencies needed for all educators to serve MLLs	<b>2.3.</b> Partner with Institutions of Higher Education (IHEs) to prepare educators in meeting the competencies needed to serve MLLs	<b>2.4.</b> Provide teachers, principals, and district leaders with professional learning to enrich their skills in evidence-based practices for MLLs	<b>2.5.</b> Align/include in the performance evaluation for teacher and principal effectiveness the core competencies for high-quality instruction (HQI) for MLLs	<b>2.6.</b> Develop a "Teachers to Learn From" program focused on MLLs
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### Action Steps

<b>2.1.A.</b> Create a cross-departmental team with IHE representatives to review the research on educator competencies needed to deliver instruction that integrates language development, literacy, and content in tandem, and post findings aligned with RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i>	<b>2.2.A.</b> Develop and/or secure a set of resources aligned to RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i> to support evidence-based sustained professional learning that strengthens educator competencies, to include interactive activities, lesson plans, model units and plans, videos, and scenarios	<b>2.3.A.</b> Identify policies and resources to incentivize partnerships with IHEs to align their preparation curricula for all teachers to RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i>	<b>2.4.A.</b> Create a curriculum to build the capacity of teachers, principals, and district leaders to support local implementation of RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i> , including evidence-based integration of ELD, content knowledge and practices, and adult learning practices	<b>2.5.A.</b> Use RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i> to review and revise the performance evaluation process and criteria	<b>2.6.A.</b> Develop the criteria for classroom showcases in alignment to components of RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i>
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Action Steps					
	<b>2.2.B.</b> Include in RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i> descriptions of effective delivery models and collaborative planning structures that draw on the expertise of ESOL and content teachers	<b>2.3.B.</b> Create a network of IHEs that are working on transforming their certification programs, and collaborate with RIDE and representative districts on problem-solving and sharing effective practices	<b>2.4.B.</b> Embed the curriculum into professional learning models and planning structures, Professional Learning Units, and school and district accountability plans aligned with RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i>	<b>2.5.B.</b> Create classroom visitation protocols, rubrics, videos, and scenarios that illustrate and strengthen understandings of effective implementation of MLL-targeted practices, such as integrated ELD and content development, academic discourse, language development and production routines, autonomy development strategies, asset orientation practices, scaffolds, and culturally responsive and sustaining practices	<b>2.6.B.</b> Develop a process for the review and selection of classroom teachers who exemplify effective implementation of components aligned to RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i>
	<b>2.2.C.</b> Include in RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i> evidence-based practices for integrated and designated language development and content, as well as co-teaching models	<b>2.3.C.</b> Secure philanthropic funding to establish a Center for MLL Leadership Development within a prestigious partnering IHE	<b>2.4.C.</b> Use RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i> to evaluate the quality of professional development providers		<b>2.6.C.</b> Secure incentives to acknowledge and award teachers willing to showcase promising practices and results aligned to RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i>



Action Steps					
			<b>2.4.D.</b> Identify opportunities to create cross-discipline cohorts of science, mathematics, social studies, ELA, special education, and ESOL teacher leaders from across the state to participate in a network to strengthen capacity to implement RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i>		

### Goal 3: Create the conditions for coherent and effective systemic supports

High-Leverage Strategies			
<b>3.1.</b> Improve organizational coherence across RIDE and districts to better support MLLs	<b>3.2.</b> Build leadership capacity to understand, guide, and monitor high-quality instruction for MLLs	<b>3.3.</b> Align all policies and regulations to the Vision and Principles of the <i>Blueprint</i>	<b>3.4.</b> Explore a new funding formula that addresses equity with core guidance related to tight vs. flexible allocation of funds within districts and schools

Action Steps			
<b>3.1.A.</b> Establish structures for cross-department collaboration and shared responsibility to carry out and monitor the implementation of the <i>Blueprint</i>	<b>3.2.A.</b> Provide sustained and evidence-based professional learning on the <i>Blueprint</i> and HQI for MLLs to networks of superintendents, central office instructional leaders, and principals	<b>3.3.A.</b> Review all policies and regulations for alignment to the Vision and Principles for MLL Success	<b>3.4.A.</b> Research equity-based funding formula models for districts, including guidance for implementation
<b>3.1.B.</b> Disseminate broadly the <i>Blueprint for MLL Success</i> , secure input on the working document, and assess internal and external capacity and resources	<b>3.2.B.</b> Create toolkits to support implementation of HQI for MLLs, including instructional framework, videos, scenarios, exemplary lessons, parent resources, etc.	<b>3.3.B.</b> Identify needed modifications of current policies and regulations	<b>3.4.B.</b> Identify stakeholders to engage in developing criteria for an equity-based funding formula in Rhode Island
<b>3.1.C.</b> Make MLL success a priority in critical leadership roles within RIDE, district, and school governance structures	<b>3.2.C.</b> Create tools to support the monitoring of HQI for MLLs, focused on student practices such as observation protocols, rubrics, and evaluation tools for oral and written (academic discourse) production	<b>3.3.C.</b> Develop draft policies and regulations	<b>3.4.C.</b> Develop an equity-based funding formula that includes guidance for implementation
	<b>3.2.D.</b> Revise the district accountability plan to require MLL data analysis, improvement strategies, and performance growth targets	<b>3.3.D.</b> Retire policies and regulations that create barriers for MLLs	<b>3.4.D.</b> Disseminate information about the equity-based funding formula
	<b>3.2.E.</b> Create a vetting structure and a cross-collaboration website to share RIDE- and district-generated resources to support <i>Blueprint</i> implementation	<b>3.3.E.</b> Submit new or modified policies to the Council for discussion and adoption	<b>3.4.E.</b> Develop tools for monitoring implementation and sharing best practices
		<b>3.3.F.</b> Create tools and processes to communicate broadly the new policies and regulations	

## Goal 4: Develop the capacity of educators to use data and research to inform improvement efforts across the state, districts, and schools

High-Leverage Strategies			
<b>4.1.</b> Make MLL data accessible across the state to districts, schools, and communities	<b>4.2.</b> Strengthen educators' capacity to use quantitative MLL data to inform their practice	<b>4.3.</b> Build capacity to secure, interpret, and use qualitative MLL data drawn from surveys, interviews, and focus groups	<b>4.4.</b> Use research regularly to inform continuous improvement efforts
Action Steps			
<b>4.1.A.</b> Publish a data dashboard with current and longitudinal MLL data such as: <ul style="list-style-type: none"><li>• Pre-K enrollment</li><li>• Attendance rate, by grade</li><li>• ELA, math, and science assessment results</li><li>• English language proficiency levels and growth</li><li>• College prep courses: enrollment and attainment rates</li><li>• Career and technical education (CTE) enrollment</li><li>• AP course enrollment and completion (as well as dual and concurrent enrollment)</li><li>• Participation in special education</li><li>• SIFE status</li><li>• Free and reduced lunch participation</li><li>• Ethnicity</li><li>• Gender</li><li>• Disaggregation by Ever MLL/Never MLL and, within Ever MLL, by Newcomer, Developing, Long-Term, Monitored, No Longer Monitored</li><li>• Languages spoken</li><li>• Disability classification</li></ul>	<b>4.2.A.</b> Create tools that help educators mine MLL data	<b>4.3.A.</b> Create protocols to secure information related to family and student experiences, such as stress factors (e.g., family status, transitions, migration history), prior educational experiences, and students' and parents' hopes and aspirations	<b>4.4.A.</b> Establish an advisory council of reputable MLL researchers, local leaders, and effective practitioners, to serve as thought partners in the implementation of the <i>Blueprint</i>

Action Steps			
<b>4.1.B.</b> Produce tools to help users make sense of MLL data from the dashboard	<b>4.2.B.</b> Invite superintendents and principals to review and evaluate a set of continuous improvement models and adopt/adapt one for use throughout Rhode Island	<b>4.3.B.</b> Create reports on MLL challenges and evidence-based solutions in districts, schools, and communities	<b>4.4.B.</b> Regularly review current research to inform the development of guidance tools and instructional resources
<b>4.1.C.</b> Publish reports that communicate the performance of MLLs over time, including performance over time in diverse service models, in alignment to <i>Blueprint</i> goals	<b>4.2.C.</b> Provide all educators with professional development on the continuous improvement model selected, using MLL data targeting improvement in subject-area performance, with attention to integrated ELD, literacy, and content development	<b>4.3.C.</b> Establish an annual schedule of data collection, as well as systems for analyzing, reporting on, and using results for diverse audiences, such as school report cards for parents	<b>4.4.C.</b> Include on the RIDE website links to reports and research studies that inform development and implementation of the <i>Blueprint</i>
	<b>4.2.D.</b> Provide all educators with professional development on formative assessment practices to support MLLs		
	<b>4.2.E.</b> Share state, district, and/or school examples of continuous improvement processes where data were used and analyzed to identify problems and were also used to monitor and evaluate the effectiveness of solutions		



## Goal 5: Increase school capacity to effectively engage families and caregivers as partners in MLL academic success, advocacy, decision-making, and use of resources

High-Leverage Strategies			
<b>5.1.</b> Enhance statewide family engagement to meet the needs of MLLs	<b>5.2.</b> Leverage the languages, knowledge, and cultural assets of families to increase the effectiveness of MLL services	<b>5.3.</b> Develop a multi-pronged approach to communicating with parents in the top five representative languages in Rhode Island	<b>5.4.</b> Make family engagement an integral part of the continuous improvement efforts of the state, districts, and schools
Action Steps			
<b>5.1.A.</b> Establish a network of educators, parents, and community members to co-construct meaningful communications and resources for families about the diverse roles (advocate, supporter, decision-maker, resource broker, etc.) that parents and educators carry out in partnership to support student success	<b>5.2.A.</b> Establish opportunities to listen to parents' hopes, talents, needs, and concerns related to education, and design ways to amplify those voices (surveys, videos, podcasts, panels, etc.).	<b>5.3.A.</b> Use and test the effectiveness of multiple approaches (newsletters, handbooks, website, podcast, webinars, phone, etc.) to reach parents with information	<b>5.4.A.</b> Promote MLL Advisory Councils, at the state, district, and school levels, with representation from educators, community groups, IHEs, parents, and students, and promote structures that allow parents and students to represent the majority of the membership.
<b>5.1.B.</b> Develop family modules and learning opportunities on topics such as child development, supporting learning, and planning for college and careers	<b>5.2.B.</b> Offer examples of the incorporation of cultural and language assets into the curriculum and activities	<b>5.3.B.</b> Research, design, and test multiple approaches (podcast, webinars, institutes, Parent University, libraries, community-based organizations, etc.) to actively engage parents in activities to support student academics	<b>5.4.B.</b> Design district and school planning that co-constructs — with families and educators — clear family engagement goals, high-leverage strategies, action steps, and implementation outcomes in district and school plans
<b>5.1.C.</b> Evaluate available resources in support of MLL family engagement for state-wide adoption or adaptation	<b>5.2.C.</b> Recruit parents from diverse communities to staff projects to develop resources and to design and deliver in partnership learning sessions, and create incentives (stipends, awards, etc.) to acknowledge their work	<b>5.3.C.</b> Translate information into the top five languages in RI, and make translation in representative languages a requirement for schools and districts	<b>5.4.C.</b> Use and test multiple approaches and structures to engage parents in decision-making

## Action Steps

<b>5.1.D.</b> Create a family engagement network to strengthen parent leadership	<b>5.2.D.</b> Co-construct a set of modules to increase parent knowledge of rights and responsibilities, educational resources, understanding of MLL data (annual workshops), effective advocacy practices, and decision-making structures		<b>5.4.D.</b> Create parent- and research-informed models or expand on existing models to enhance support for MLL families at the district and school levels
<b>5.1.E.</b> Align resources and/or secure philanthropic and community support to support and fund innovations and structures to support family engagement			<b>5.4.E.</b> Create tools and processes to assess the level of family engagement in schools

## Goal 6: Expand opportunities for MLLs to participate in high-quality bilingual/bicultural programs and develop literacies in multiple languages

High-Leverage Strategies						
<b>6.1.</b> Develop criteria and guidance for high-quality biliteracy and bicultural instruction and program models	<b>6.2.</b> Develop the criteria and guidance for high-quality programs in secondary schools, aligned to the Seal of Biliteracy*	<b>6.3.</b> Expand bilingual services and dual language programs pre-K-12 in districts	<b>6.4.</b> Adopt and/or adapt standards-aligned instructional materials (text and digital) and libraries in Rhode Island's top five languages for MLLs	<b>6.5.</b> Develop and/or adopt standards-aligned assessments in Rhode Island's top five languages for MLLs striving to meet the Seal of Biliteracy	<b>6.6.</b> Recruit, hire, and retain bilingual teachers and strengthen their competencies	<b>6.7.</b> Communicate the evidence related to the advantages of biliteracy and the value added of diverse models for enhancing the biliteracies of MLLs

\* The Seal of Biliteracy certifies that a student has demonstrated literacy in the English language and one or more other world languages.

Action Steps						
<b>6.1.A.</b> Research the components of high-quality instruction that develop high levels of biliteracy	<b>6.2.A.</b> Research the components of high-quality secondary biliteracy program models, such as dual language (two-way, one-way), developmental bilingual education programs, heritage language, and secondary/home language development pathways for careers	<b>6.3.A.</b> Secure incentives to promote the creation and enhancement of biliteracy models at elementary and secondary schools in targeted districts	<b>6.4.A.</b> Create a website with instructional resources (text and digital) aligned to the adopted materials for grade-level standards/courses in mathematics, science, history/social studies, and literature in the top five languages for MLLs, and post them for districts, schools, students, and families	<b>6.5.A.</b> Create criteria to guide the adoption of pre-K–12 standards-aligned assessments for MLLs and other students striving to meet the Seal of Biliteracy, in concert with Seal of Biliteracy guidance for grades 9–12	<b>6.6.A.</b> Partner with IHEs to create innovative certification programs for biliterate teacher candidates	<b>6.7.A.</b> Create a parent toolkit with information drawn from research and job market surveys in the top five languages, for schools to use to inform parents of the value of effective bilingual education that leads to the Seal of Biliteracy
<b>6.1.B.</b> Research the components of high-quality biliteracy program models such as dual language (two-way, one-way) and developmental bilingual education programs	<b>6.2.B.</b> Incorporate research-informed practices in the handbook for the development of secondary biliteracy development models aligned to RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i>	<b>6.3.B.</b> Develop support, monitoring, and accountability structures (e.g., planning guide, networks, coaches, walkthroughs, surveys) to grow programs	<b>6.4.B.</b> Identify high-quality books and digital materials for classroom and school libraries/media centers for the languages in RI, and post them for districts, schools, students, and families	<b>6.5.B.</b> Secure pre-K–12 standards-aligned assessments for MLLs and other students striving to meet the Seal of Biliteracy, that expand what is in place for grades 9–12	<b>6.6.B.</b> Collaborate with philanthropic organizations to secure resources to incentivize innovative biliterate certification pathways in partnership with districts with a high concentration of MLLs who share a language	<b>6.7.B.</b> Post the toolkit resources on RIDE's website and other communication channels

Action Steps						
<b>6.1.C.</b> Create an evidence-based guidance handbook for the development of biliteracy models, including a bilingual instructional framework in alignment to RI's <i>High-Quality Instructional Framework for MLLs to Thrive</i>		<b>6.3.C.</b> Provide incentives to districts/schools that include more than 50 percent of MLLs in biliteracy models	<b>6.4.C.</b> Create a system to monitor the allocation of resources for home-language materials (walk-throughs, fiscal audits, surveys)		<b>6.6.C.</b> Partner with foundations, districts, and unions to develop cross-discipline professional learning networks for teachers who are bilingual, to increase their confidence and competence to engage MLLs in disciplinary discourse in Spanish and other high-incidence languages	<b>6.7.C.</b> Create videos using parent, student, and community voices to promote biliteracy education
<b>6.1.D.</b> Develop a research-informed program quality assessment toolkit for biliteracy models, including processes, protocols, and rubrics for use by schools						



# Promising Futures

Rhode Island's *Strategic Plan for MLL Success* is designed to significantly improve the quality of instruction for MLLs by addressing the essential elements within a school system that influence MLLs' access to high-quality education in our state. Each of the goals and high-leverage strategies require steady and deliberate attention in the coming years. For Rhode Island to realize its ambitious vision, the goals and high-leverage strategies must be implemented throughout the state. As the goals and high-leverage strategies are implemented, Rhode Island will:

- Increase the graduation rates of both Current and Former MLLs (i.e., decrease dropout rates).
- Increase the percentage of MLLs who meet or exceed state academic standards expectations on state assessments.
- Increase the percentage of MLLs who achieve their annual English language proficiency growth targets.
- Increase MLL enrollment and attainment in college preparatory, dual enrollment, CTE, and AP courses.
- Increase the numbers of Current and Former MLLs graduating with the Seal of Biliteracy and pathway endorsements.
- Increase the number of Long-Term MLLs receiving individualized language instruction to reach proficiency.
- Increase daily participation rates for Current and Former MLLs (i.e., decrease chronic absenteeism).

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## Call to Action

- Read the draft documents.
- Provide feedback on the documents through surveys, virtual sessions, and/or face-to-face meetings (if possible).
- Engage with RIDE and offer input on the implementation of specific strategies.
- Partner with local school and community programs as they align programs and services to the *Blueprint for MLL Success*.
- Volunteer to mentor MLLs, establish internships for MLLs, and identify additional strategies to engage MLLs.
- Support the development of public policies and initiatives that align to the *Strategic Plan*.

# Acknowledgments

We thank the Region 2 Comprehensive Center for its support in facilitating the development of Rhode Island's *Strategic Plan for MLL Success*, and would like to recognize the contributions of our *Blueprint for MLL Success* workgroups, which consisted of community stakeholders and staff at RIDE and PPSP.

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